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ABSTRACT

The debate about school choice continues in the absence of much data about its effects on student achievement, or on anything else. This volume assembles such data. The papers in this book present recent empirical results, showing that the specific features of the choice program make a great deal of difference in influencing student outcomes. The papers were presented at the Harvard School Choice and Family Policy Seminar. Following the foreword by Carol H. Weiss, the chapters include the following: (1) "Policy-Making in the Dark: Illuminating the School Choice Debate" (Bruce Fuller, Richard F. Elmore, and Gary Orfield); (2) "African-American Students' View of School Choice" (Amy Stuart Wells); (3) "Public School Choice in San Antonio: Who Chooses and with What Effects?" (Valerie Martinez, Kenneth Godwin, and Frank R. Kemerer); (4) "Equity and Choice in Detroit" (Valerie E. Lee, Robert G. Croninger, and Julia B. Smith); (5) "The Local Dynamics of Choice: Ethnic Preferences and Institutional Responses" (Jeffrey R. Henig); (6) "Who Benefits from the Milwaukee Choice Program?" (John F. Witte); (7) "Public and Private Schools Overseas: Contrasts in Organization and Effectiveness" (Marlaine Lockheed and Emmanuel Jimenez); (8) "After 15 Years: Magnet Schools in Urban Education" (Rolf K. Blank, Roger E. Levine, and Lauri Steel); and (9) "Lessons from the Largest School Voucher Program: Two Decades of Experience with Pell Grants" (Thomas J. Kane). The conclusion, "Empirical Research on Educational Choice: What Are the Implications for Policy-Makers?," is by Richard F. Elmore and Bruce Fuller. (Contains chapter references and an index.) (LMI)

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